

TEACHERS' ATTITUDES TOWARD THE USE OF TOTAL PHYSICAL RESPONSE IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

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ABSTRACT

Total Physical Response (TPR) has gone viral in Indonesia over the past few years because of its impact on improving students' vocabulary comprehension and motivation (Anwar & Fitriani, 2016; Ekawati, 2017; Fahrurrozi, 2017; Katemba & Tampubolon, 2009; Octaviany, 2007). Being a method that incorporates movement, TPR reacts positively to young learners' characteristics, one of which is learning by doing. In spite of the profound benefits of TPR, little information is known about teachers' attitudes toward the use of TPR in English vocabulary teaching. Hence, this study investigates English teachers' attitudes toward the use of TPR when teaching English vocabulary to young learners. 10 female teachers participated in this study from a private Christian elementary and kindergarten in Salatiga, Central Java, Indonesia. Their attitudes were explored using semi-structured interviews. Results showed that teachers agreed TPR can support vocabulary teaching, increase students' enjoyment in vocabulary learning and help young learners to understand the material better and faster. Varying TPR with other strategies is suggested as it may foster students' vocabulary achievement. Also, more research is required to shed light on the success of TPR use in language classrooms.

Key words: teachers' attitudes, Total Physical Response, young learners